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ABSTRACT

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module is intended to assist the learner in developing or reacquiring the necessary skills to administer a quality staff development program. Emphasis is placed on four skills related to meeting teachers' inservice needs: identification, organization, program implementation, and program evaluation. Following introductory material discussing the organization of the module, the module's terminal objective and three enabling objectives are presented along with information on required and optional resources. Major content is comprised of three sequential learning experiences, each directed toward helping the learner accomplish one of the module's three enabling objectives. Titles of the learning experiences are Vocational Administrator's Role in Staff Development (Inservice Education), Inservice Education Needs Assessment and Implementation Strategy, and Evaluation Strategy Regarding Staff Development Needs Program(s). Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

ED145127

ORGANIZING AND CONDUCTING STAFF DEVELOPMENT ACTIVITIES
FOR VOCATIONAL TEACHERS

Competency-Based Administrator Education Module

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Competency-Based Administrator Education Project
Division of Vocational and Technical Education
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INTRODUCTION

"In-service education" is the most maligned of all school activities. The lip service it receives is enormous; the positive change it causes varies with program effectiveness but is usually minimal.

Few vocational staff members would argue with the theoretical correctness of Teddy Roosevelt's statement that "every man owes some of his time to the advancement of his profession." All professional education staff members are required to participate in periodic self improvement efforts--most participate in additional voluntary projects. It is not the effort required but the lack of noticeable productivity that causes staff to greet "in-service" with a "tolerate-it" attitude. Administrative edicts with little regard for the staff's self-perceived needs only compound the problem.

Vocational administrators must necessarily view in-service responsibilities as moving from organizational maintenance to organizational change. It is also necessary for vocational administrators to understand that instructional change will not take place until individual instructors personally identify the required change as being valid. For this and other reasons, this module is based on the premise that maximum instructor input in the design, development, implementation, and evaluation of staff development activities is mandatory if the results of staff participation in those activities are to be fully realized.

The learning experiences included in this module are designed to assist the vocational leader in developing or reacquiring the necessary

skills to administer a quality staff development program. Emphasis is focused on the four skills associated with meeting in-service needs: identification, organization, program implementation, and program evaluation.

MODULE STRUCTURE AND USE

ORGANIZATION This instructional module is a set of experiences intended to facilitate your demonstration of the objectives detailed below. An introduction and three sequential learning experiences are contained in this module.

Two types of objectives form the basis of the learning experience: a terminal objective and an enabling objective. The enabling objective is designed to help you achieve the terminal objective. The learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective. The first learning experience is designed to provide you with the needed background information. The second and third learning experiences give you an opportunity to apply that information in practical situations. The final assessment is designed to allow you to prepare a staff development plan for your vocational staff.

OBJECTIVES This module includes four objectives:

Terminal Objective: Prepare a staff development plan for the vocational staff of your school division. Your level of competence will be assessed by your resource person using criteria found on pp. 47-48.

Enabling Objective #1: Demonstrate knowledge of the vocational administrator's role in staff development (Learning Experience I).

Enabling Objective #2: Develop a needs assessment and implementation strategy which will identify, prioritize, and satisfy staff in-service requirements (Learning Experience II).

Enabling Objective #3: Develop a strategy for evaluating the extent to which staff development needs have been met (Learning Experience III).

PROCEDURE

After reading the "Introduction," page 1, and the objectives listed above, you should be able to determine how much of this module you will need to complete in order to be competent to reach the terminal objective (preparing a staff development plan for the vocational staff of your school division).

- * If you already have an adequate knowledge of the vocational administrator's role in staff development, you may not need to proceed with Learning Experience I.

- * If you can already develop a needs assessment and implementation strategy which will identify, prioritize, and satisfy staff in-service requirements, you may not need to proceed with Learning Experience II.
- * If you can already develop a strategy for evaluating the extent to which staff development needs have been met, you may not need to proceed with Learning Experience III.
- * Instead, with the approval of your resource person, you may wish to proceed directly to the terminal objective on preparing a staff development plan and proceed to the module assessment.

RESOURCES

Listed below are the resources which supplement those contained within the module. Check with your resource person to determine the availability and the location of the resources.

REQUIRED RESOURCES

Resource Person

- * Your resource person must be contacted to assess your performance in preparing a vocational staff development plan, including strategies for meeting in-service needs, in a simulated or actual school setting.

Reference

- * "Annual Local Evaluation of Vocational and Technical Education," Division of Vocational Education, State Department of Education, Richmond, Virginia, 1976, or a similar document from your state department of education.

OPTIONAL RESOURCES

Resource Person(s)

- * Your resource person may be contacted if you have any difficulty with directions, or in assessing your progress at any time.
- * Other resource persons may include the chief instructional official of the school district (or college staff), the district vocational staff, or any vocational director.
- * If you wish to discuss the information contained in the reading or to compare your written responses through discussion, you can set up a seminar-type meeting with peers and/or your resource person.

Reference

- * B. M. Harris and W. Bessent. Inservice Education: A Guide to Better Practice. Englewood Cliffs, NJ: Prentice Hall, 1969.

TERMINOLOGY

Staff Development/In-service Education/Professional Growth (used interchangeably) are defined as "planned activities for the instructional improvement of professional staff members" (Harris and Bessent, 1969).

LEARNING EXPERIENCE I

ENABLING OBJECTIVE

Demonstrate knowledge of the vocational administrator's role in staff development.

Read

Read the "Information Sheet," pp. 7-14.

Optional
Reading

You may wish to read one or more of the supplementary references listed on page 15.

Optional
Activities

Discuss your case study answers with another vocational educator; determine if the case of vocational director Bill Smith is typical or atypical of the current status of vocational in-service education in your state.

Ask a vocational director to brief you on his/her in-service staff development role. Jointly critique the strengths and weaknesses of the procedures used by his/her school system.

Feedback

Demonstrate knowledge of the vocational administrator's role in staff development by completing the "Self-Check," pp. 16-17, and a written critique of the "Case Study," pp. 19-20.

Evaluate your competency by comparing your "Self-Check" and "Case Study" solutions with the "Model Answers," pp. 18 and 21, respectively.

INFORMATION SHEET

VOCATIONAL ADMINISTRATOR'S ROLE IN STAFF DEVELOPMENT (IN-SERVICE EDUCATION)

In-service education is usually distinguished from pre-service education simply by time and sequence. It is defined as all those planned activities that are designed to contribute to the improvement of instructional effectiveness and efficiency of professional staff members. Terms such as staff development, in-service education or in-service training, and professional growth are used interchangeably in referring to these continuing educational activities of professional school personnel (Finch, 1969).

The goal of in-service education is instructional improvement. Though little empirical research evidence is available to substantiate the effectiveness of in-service schemes, the general consensus is that they are important in improving instruction and will continue to be implemented. One could argue with equal fervor for instructional improvement via upgrading the quality of pre-service education, for attracting more talented people into teaching by offering increased incentives, for weeding out the incompetent among those who man the classrooms and laboratories, for improving instructional materials available to instructors, etc. (Rubin, 1971). For purposes of this information sheet, it is assumed that staff development activities have the potential to be a good instructional investment. This information sheet concerns itself with the development of an understanding of the administrator's role in staff development.

Rationale for In-Service

If an instructor is to be able to cope with a rapidly changing set of demands and circumstances, there must be an opportunity for self-renewal. The education of an instructor must be a continuing process with the real issue being "What is the payoff for students?" The plan (at least on paper) is usually a masterpiece of simplicity. A school district sets aside some time and money for "in-service days." A visiting educational "fireman," for example, is brought in to distribute some wisdom. It is assumed that a staff member will attend, listen, understand, and then implement. Unfortunately, this plan is neither functional nor useful.

In-service education must become the dominant imperative in education today if instructors are to acquire skills to cope with identified instructional weaknesses. Pre-service preparation of professional vocational staff ranges from the non-existent to adequate and is seldom ideal. In general, it is an introduction to professional preparation rather than professional preparation as such. Social change makes professional educational practices relatively ineffective or obsolete in a short period of time. The coordination and articulation of instruction requires change on the part of individual vocational staff (Harris, 1969). To maintain high morale, the vocational administrator must provide quality "total staff" development programs.

The Clientele

The use of the term "instructional staff" instead of "teacher" is an important part of the definition of in-service education. Historically,

teachers have been the direct focus of in-service programs and should receive very important consideration as they are most numerous and have direct influence on instruction, but they should by no means be the only audience considered. Persons occupying such roles as counselors, principals, placement officers, and supervisors (including superintendents and assistant superintendents) must also be targets of in-service education if the total plan is to have an optimum chance for success. Researchers (e.g., Wolfe, 1965) have found that a client's mastery of concepts presented in an in-service setting is positively related to the superintendent's or curriculum director's attendance. Vocational administrators would be wise to consider this finding during implementation of staff development activities.

Vocational staff have as many in-service needs as they have shapes and sizes. For purposes of examining needs, four groups or categories of staff have been identified. They include:

1. New instructors entering the profession from industry. These people are technically qualified but lack instructional preparation and experience. They are seeking initial certification.
2. New instructors who have completed a certified teacher education program. Their experience is minimal. They want their in-service program to contribute to recertification and, if possible, toward a master's degree.
3. Experienced vocational instructors whose professional development needs may or may not be recognized. Recertification could be important to them.
4. Post-secondary instructors whose needs are similar to the first category but who have little interest, if any, in certification.

Although the characteristics and interests of these four groups differ considerably, Ely has shown that there is little difference in the professional in-service needs of the four groups of vocational instructors (Ely, 1973). These common needs have important implications for designing in-service education activities.

In-service Goals

The International Commission on the Development of Education (Knowles, 1975) found that the accelerating pace of change which will characterize the world of the future will require that education no longer be concerned primarily with transmitting what is known, but with engaging human beings in a life-long process of inquiry. If this be true, the first and perhaps most important step in the in-service design is goal establishment. No longer can one afford the luxury of training the average teacher for the average student in the average classroom or laboratory.

The most important concept regarding in-service goal establishment is active instructor involvement in the establishment process. It seems incredible that a vocational administrator would first set goals for instructors then expect the instructors to share his/her enthusiasm when the instructor does not necessarily appreciate or understand the intent of reason for the goal. Unfortunately, this condition exists all too often.

In establishing goals for the Campbell County Teachers Center in Rustburg, Virginia (Yeatts, 1976), the system identified concepts on which their staff development program would be based. They included the following:

- (1) Teachers are key agents in effecting fundamental changes,
- (2) Teachers are unlikely to change simply because administrators

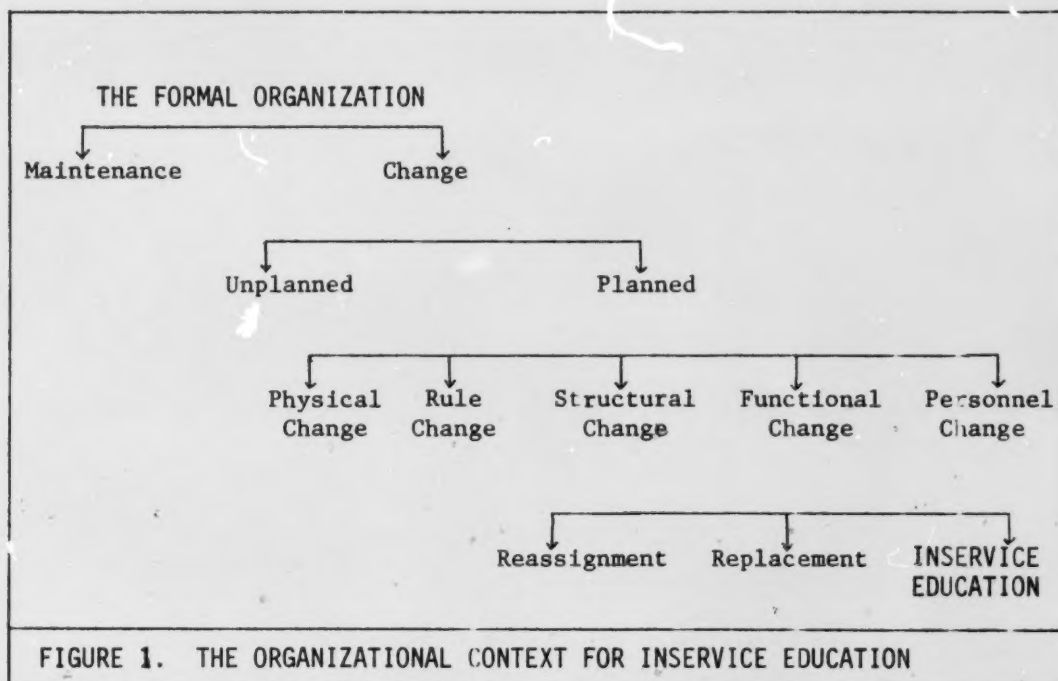
- or outside experts tell them to, and
- (3) Teachers will take reform most seriously when they are (at least partially) responsible for defining their own educational problems, delineating their own needs, and receiving help on their own terms.

With this level of instructor involvement, an in-service plan must necessarily address goals of perceived importance to teachers. Chances of productive change are increased.

The goal(s) of an in-service program can feature organizational maintenance or organizational change. In reality, both are usually included. While in-service education is always aimed at changes in people, the intent at the organizational level may include maintenance concerns. A complex school organization has need for reliability in its operations; organizational members must behave in predictable ways according to standardized procedures. Accordingly, some in-service activities are legitimately designed for the purpose of securing appropriate adaptations of the individual to the organization.

Since the more difficult task is to bring about planned, goal-directed positive change without major modifications in procedures, rules, structure, or personnel replacement, instructional improvement of professional staff members is the principal thesis of this information sheet. Organizational change generally means the difference between organizational success and organizational failure; an organization must have the ability to make orderly change to meet existing (and ever-changing) conditions.

In a formal organization (see Figure 1), change takes place through planned or unplanned processes (Harris and Bessent, 1969). Change also takes



many forms with personnel change being the dominant concern of in-service educators. Though personnel change can take place through replacement or reassignment, these methods are not applicable to in-service concerns. The concern of in-service education is the improvement of instructional practice by developing positive change in current staff behavior.

Elements of Quality In-Service Education

When a school system adopts a philosophy which seeks maximum involvement of all personnel in the planning and implementation of in-service programs, certain elements are required if success is to be assured. They include: (1) a board of education and administrative staff that attaches

top priority to in-service education; (2) an organizational plan that makes quality in-service education available at the local level; (3) coordination of planning so that in-service activities focus on identified goals; (4) available resources (colleges, interested business and professional organizations, etc.); and (5) a quality professional staff eager for self-improvement (educational leadership). If any of these elements is missing, the vocational administrator's priority assignment must be oriented toward a resolution of the missing element.

Role of Administration

When one asks why professional staff members often resent, ridicule, and disassociate themselves from in-service activities, the answer is tragically simple. Staff members often do not feel returns from the activity are sufficient for their investment of time and effort. When one looks for research to document the impact of in-service activities, why does one find little evidence of instructor behavior change? Again, staff members listened and perhaps believed, but they did not implement.

The vocational administrator's role in in-service education takes many forms, but the principal concern is one of assuring positive staff behavior change. The most crucial element of administrator behavior seems to be his/her own active participation in jointly planned activities. The in-service activity has an improved chance of success when the status leader enters fully into in-service activities, as a learner and not just an observer, and shows by example a serious reward for self-improvement. Where the instructional leader merely tolerates the in-service activity

or sets it in motion and remains aloof from it, subordinates catch the spirit and little is accomplished. Instructional leadership is a team affair; the vocational administrator as head of the vocational instructional team will be hard pressed to provide optimum leadership unless personally involved in all instructional team activities. One of the most important team activities is in-service education.

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- Yeatts, Edward H. "Staff Development: A Teacher-Centered In-Service Design." Educational Leadership, 33 (1976), 417.

Directions: For the multiple choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space provided. Please complete this page prior to turning to the "Model Answers," p. 18.

SELF-CHECK

- ____ 1. In-service education activities are commonly called: (a) staff development; (b) professional growth; (c) in-service training; (d) all of the above.
- ____ 2. The most important concept regarding in-service goal establishment is: (a) the limitation of in-service goals to 10 or less; (b) to assure active staff involvement in the goal establishment process; (c) adequate funding of goal support activities; (d) superintendent approval.
- ____ 3. Which of the following is NOT an element of a quality in-service program? (a) "high" board of education and superintendent priority; (b) coordination of planning with in-service activities directly relating to identified goals; (c) a disinterested instructional staff with much room for improvement; (d) an organizational plan that makes quality in-service activities available at the local level.
- ____ 4. To be maximally effective, in-service education: (a) must be a continuous process related to established goals; (b) must include a minimum of three days of pre-school activities; (c) should include presentations by consultants (generally college teacher education staff) who are experts in their field; (d) requires a mixture of different activities.
- ____ 5. Research has shown that an instructional staff member's mastery of concepts presented in an in-service setting is positively related to: (a) the level of funding; (b) the length of the program; (c) the variety of activities included; (d) the instructional leader's participation.

Directions: For each of the statements below, indicate your agreement with a "T" for a statement you believe to be true and an "F" for a statement you believe to be false.

- ____ 1. In-service education in its broadest concept is defined as "all those activities designed to contribute to the instructional effectiveness of a teacher."
- ____ 2. The positive instructional change caused by contemporary in-service activities is well documented.

- 3. Most formal organizations find it easier to orient personnel in-service activities toward organizational maintenance rather than organizational change.
- 4. There is little need for in-service education if a professional staff member completed a quality pre-service teacher education program.
- 5. The most crucial in-service activity action of the vocational administrator is his/her own active participation in jointly planned activities.

SELF-CHECK ANSWERS

Multiple Choice

- d 1. Self explanatory
- b 2. If the staff does not perceive the goals as legitimate (i.e., they did not have a role in goal development), the other positive factors listed become academic considerations.
- c 3. If the instructional staff is disinterested, the first step for the vocational administrator must involve the development of a climate of receptivity to instructional change. An element of a quality in-service program is a professional staff eager for self-improvement.
- a 4. Activities should be planned and implemented immediately after in service needs are identified. To wait assures lost opportunity by not taking advantage of expressed staff interest.
- d 5. Wolfe (1965) found that a client's mastery of concepts presented in an in-service setting was positively related to the superintendent's or curriculum director's attendance.

True or False

- F 1. In its broadest concept, in-service education incorporates planned instructional improvement activities for all professional staff.
- F 2. It is assumed that in-service activities cause desirable instructional change in professional staff; there is little research to document this assumption.
- T 3.
- F 4. Educational and social change assure a continuing need for self-renewal.
- T 5.

CASE STUDY

William O. Smith
Vocational Director
Canton City School System

Directions: Study this scenario of events and identify the problem areas. Write a critique prior to reviewing the model answer provided on p. 21.

Vocational director Bill Smith received authorization from his superintendent on July 3 to spend up to \$250 for in-service education of vocational and adult education staff. This is the first time Smith has received any funds for in-service activities and he is quite surprised.

On July 5, Smith is on the phone to his local college to see if Dr. Jones, Chairman of Vocational Education, is available to speak to his teachers. Jones has a conflict but indicates they have a new assistant professor arriving August 1, and she could be available. Smith asks Dr. Jones to schedule her for the Canton System Conference.

On August 15, one day prior to the start of his in-service conference, Smith remembers that he has not invited his state department of education area supervisors to the Canton Conference. He has his secretary call all area supervisors and two of the six indicate they will attend. Smith calls his area agriculture supervisors to see if they will provide some leadership on August 17 and 18. Smith plans to attend on the 16th to get things rolling but has two days of vacation remaining and will lose it if he doesn't take it prior to September 1. August 17 and 18 seem likely days to Smith.

Everything apparently goes quite well. The teachers have listened respectfully to the speakers. Smith asks his secretary to send the

speakers and teachers a letter thanking them for attending on time and quietly listening.

Two more in-service days are scheduled for January 30 and 31. Smith immediately writes Dr. Jones to see if he can speak to the Canton vocational teachers on that date. After all, Smith reasons, the early bird gets the worm. Jones is available and agrees to be a consultant to the Canton System for \$200.

CASE STUDY MODEL CRITIQUE

There are several in-service problem areas in this case study. Many are listed below. Additional background information is available in the information sheet; read the sheet again if your answers or the model answers are not clear.

1. Vocational Director Smith did not budget funds for his in-service program. One can also assume that in-service education received minimal consideration in Smith's annual and long-range (5 year) plan.
2. No goals for the in-service activity were set prior to Smith's calling Dr. Jones regarding a speech to the teachers. Obviously, there was NO staff input regarding in-service goals. Smith's willingness to take a new staff member who knew nothing about the Canton Schools indicates he is willing to take practically any speaker regardless of specialization.
3. Smith invited the state department of education supervisors almost as an afterthought. It will be most difficult for them to actively participate when they (1) did not know the goals of the conference, and (2) have limited time to prepare.
4. When Smith decided to "get the conference" started then take vacation, he signals to his staff the low priority he attaches to in-service education. This can be disastrous.
5. The teachers' "showing up on time" and respectful attitude toward the speaker does not imply quality. To have quality in-service education, the teachers must be ACTIVE participants.
6. When Smith wrote Dr. Jones in August regarding his speaking in January, he again invited a speaker with no evidence of staff input. No matter how dynamic Dr. Jones might be, he will have difficulty causing positive change. At best, Smith and Dr. Jones can only guess about the staff's perceived in-service needs.

LEARNING EXPERIENCE II

ENABLING OBJECTIVE

Develop a needs assessment and implementation strategy which will identify, prioritize, and satisfy staff in-service requirements.

- Read Read the "Information Sheet," pp. 23-31.
- Optional Reading You may wish to read one or more of the supplementary references listed on p. 32.
- Feedback Evaluate your competency by completing the "Case Study," p. 33, and then comparing your needs assessment/implementation strategy to the effectiveness criteria listed on p. 34.
- Optional Activities Discuss your answers with another vocational educator and/or your resource person.
- Discuss your answers with a secondary principal who has both vocational and non-vocational programs under his or her supervision. Compare his or her perceptions of needs assessment and implementation strategies for a general secondary level program staff vs. a secondary level vocational program staff.

INFORMATION SHEET

IN-SERVICE EDUCATION NEEDS ASSESSMENT AND IMPLEMENTATION STRATEGY

In any rather large bureaucratic organization, it is important that channels be provided for meaningful input from all staff. Meaningful staff input is especially important in in-service education. Staff must be actively involved as the subjects rather than merely objects of instructional improvement; otherwise, there is little relationship between commitment to in-service goals and involvement in the in-service enterprise. When vocational administrators create an aura of mystery around their in-service activities, they have created an impediment that is as unnecessary as it is morale deflating.

Involvement--The Key

From planning to evaluation, staff must be involved in the activities of a program in an intimately meaningful way. Involvement is truly the key; nothing is so basic or important to success. Involvement must be purposeful; it cannot be passive or routine. Experiences should contain a variety of activities if interest and participant response are to be maximally productive. What the vocational administrator seeks is a high level of staff involvement with a wide array of in-service interest and needs served. The best way to meet this goal is through self-directed encounters with personally meaningful problems. Such encounters are psychologically valid, they remove the staff members' natural resistance to external direction, and they assure the staff members of an active role in personal growth.

Organization vs. Individual Needs

The individual and the organization must each play an important part in determining a staff's professional growth requirements. The effective program is designed to meet both levels of need, the teacher level and the organizational level, and has abandoned the assumption that central administration and university education departments know what is best for a staff. A staff member usually behaves in accordance with personal perceptions of his/her role; an organization must recognize the staff perceptions as a prerequisite to effective communication with the staff in order to fully implement change activities. The critical organizational task then becomes one of assisting the individual staff member to improve the sharpness and sensitivity of his/her judgment regarding perceived staff development needs. Once a clear line of communication is established, organization and staff needs can be satisfied without "shaping" staff for organizational purposes.

Identifying In-Service Need

Educational leaders have indicated that most attempts to develop structured in-service education for staff have been too short, too general, and too fragmented to solve the real needs of individuals (National Council of States on In-Service Education, 1976). Why is this the case? Is it that educational leaders do not know the real needs of their staff members?

The importance of identifying problems confronted by staff members before initiating in-service activities cannot be overestimated. Failure to incorporate staff input violates at least the following three principles

of learning: (1) learning occurs best when it begins with matters of real interest and concern to the learner; (2) as the individual's area of concern is extended, the rate of learning is likely to increase; and (3) the development of an individual's special interests and potentialities tends to promote continued learning. Efficient and effective in-service needs identification is basic to the staff development process.

The needs identification process should have some structure if it is to meet with continued success. This might range from formal observations using tools such as the Flander's Interaction Analysis to input from individual advisory committee members.

Since staff input is basic to in-service needs identification, the problem for the vocational administrator becomes one of designing a system that will assure meaningful and timely information. The system designed by Ely and Drake (1973) illustrates this point (Figure 2) regarding professional in-service needs. Three hundred eighty-four statements of observable behavior (performance elements) are listed which describe the staff members' actions in their professional roles. Individual staff members indicate the importance they attach to each performance element as well as their perceived performance level. High importance and low performance level indicates need for in-service education; low importance and high performance level indicates little in-service need.

The vocational administrator who chooses to use a less-structured approach has many options other than a superficial survey. He/she can consult the annual and long-range vocational plan, hold a staff seminar for the purpose of identifying staff development target areas, solicit input from advisory committees, solicit input from former students,

PART B continued

	Column I IMPORTANCE LEVEL				Column II PERFORMANCE LEVEL				Office Use Only:
	Low	Av.	Av.	High	Low	Below Av.	Above Av.	High	
Category F. <u>Student Occupational Organization</u> (Clusters)					0 6 :				
F-1. Establishing a Student Occupational Organization----- (Performance Elements)					1(2)(3)(4)(5)(6)(7)(8)(9)				
(203) Obtain school administration approval for establishing a student occupational organization.....	[]	[]	[]	[]					10. ___
(204) Contact state department personnel regarding the steps to follow in organizing a student occupational organization.....	[]	[]	[]	[]					11. ___
(205) Acquaint prospective members and their parents with the purposes, activities, and values of the student occupational organization.....	[]	[]	[]	[]					12. ___
(206) Organize a student committee to assess student interest in joining a student occupational organization.....	[]	[]	[]	[]					13. ___
(207) Assist in developing a constitution and bylaws for the student occupational organization	[]	[]	[]	[]					14. ___
() Others.....									15. ___
F-2. Advising a Student Occupational Organization ----- (Performance Elements)									16. ___
(208) Conduct an organizational meeting for a student occupational organization.....	[]	[]	[]	[]					17. ___
(209) Direct initiation/installation activities of the student occupational organization.....	[]	[]	[]	[]					18. ___
(210) Orient students to the student occupational organization.....	[]	[]	[]	[]					19. ___
(211) Assist in the election and installation of officers.....	[]	[]	[]	[]					20. ___
(212) Conduct leadership training sessions for the officers.....	[]	[]	[]	[]					21. ___
(213) Obtain assistance of state department personnel in maintaining the student occupational organization.....	[]	[]	[]	[]					22. ___
(214) Assist students in developing a yearly program of work.....	[]	[]	[]	[]					23. ___
(215) Assist students in advancing within the student occupational organization (degrees, rank)	[]	[]	[]	[]					24. ___
(216) Supervise social and educational activities for the student occupational organization...	[]	[]	[]	[]					25. ___
(217) Involve elected chapter parents in the activities of the student occupational organ.....	[]	[]	[]	[]					26. ___
(218) Assist students with publicizing student occupational organization activities.....	[]	[]	[]	[]					27. ___
(219) Assist students with financial management of the student occupational organization.....	[]	[]	[]	[]					28. ___
(220) Assist students in planning and organizing fund-raising activities for the student occupational organization.....	[]	[]	[]	[]					29. ___
(221) Maintain a file of publications available for the student occupational organization....	[]	[]	[]	[]					30. ___
(222) Supervise the development of an annual handbook and/or scrapbook for the student occupational organization.....	[]	[]	[]	[]					31. ___
(223) Maintain the student occupational organization program as an integral part of instruction.....	[]	[]	[]	[]					32. ___
(224) Evaluate the student occupational organization.....	[]	[]	[]	[]					33. ___
() Others.....									34. ___
									35. ___

Figure 2. EXAMPLE OF FORM USED TO ASSESS IN-SERVICE NEEDS

systematically review the program evaluation form completed annually by each staff member, or schedule individual conferences with staff. The effective vocational administrator probably incorporates most of these suggested activities into his or her administrative plan.

Effective Concepts

Once staff development goals are established, it is important that the vocational administrator design a program which will assure goal accomplishment. In many instances, success is dependent on the program causing attitudinal change. The following methods (Maier, 1973) have proven successful: (1) Permissive discussion methods, designed to encourage full expression of feelings and viewpoints, influence attitudes constructively because group members learn what others think and feel. Individuals tend to adopt the attitudes of their group, and permissive discussions make the prevailing attitudes known; (2) When frustrations are present, procedures designed to release hostile expression should be used. Attitudes dominant during frustration are nonconstructive and often destructive; they can change only if the state of frustration is reduced; (3) Role playing is especially suitable to attitude training. This method permits the trainer to place a trainee in a great variety of situations so that he/she can better appreciate how situations influence the attitudes and actions of others; (4) Pleasant experiences create favorable attitudes. Anything in a training situation that produces positive experiences tends to train attitudes in the direction of generosity.

Additional factors such as audience size and "freedom to make choices" can also be very important. The larger the group, the more difficult it is to assure that all staff have ample opportunity to actively

participate. Meeting the individual needs of staff implies concurrent activities; providing individual staff with choices is also an effective psychological strategy.

Designing the Program

The amount of change that has occurred in schools is unimpressive when compared to the financial and human resources devoted to this effort. With this sort of historical data in mind, the vocational administrator should be aware of the causal factors present in successful school change attempts. They include such factors as: (1) The change is in response to a recognized need or problem; (2) The relationship between the advocated change and problem is clear to all levels of staff as well as policy boards; (3) The change receives an adequate investment of resources; (4) The change is kept to a manageable scale; (5) Evaluative criteria are appropriate and are applied during the course of the change as well as at its conclusion; and (6) Capable and consistent leadership (Arnold and Goodloe, 1974).

The major task of the vocational administrator designing the in-service program involves relating activities to goals. The accompanying in-service grid design (Figure 3) may prove helpful in understanding the goal-activity relationship (Harris, 1969). The horizontal dimension lists goals with the cognitive domain order going from lowest to highest as one moves from knowledge through synthesis. The remaining goals are in the affective domain. Activities are listed in the left vertical column.

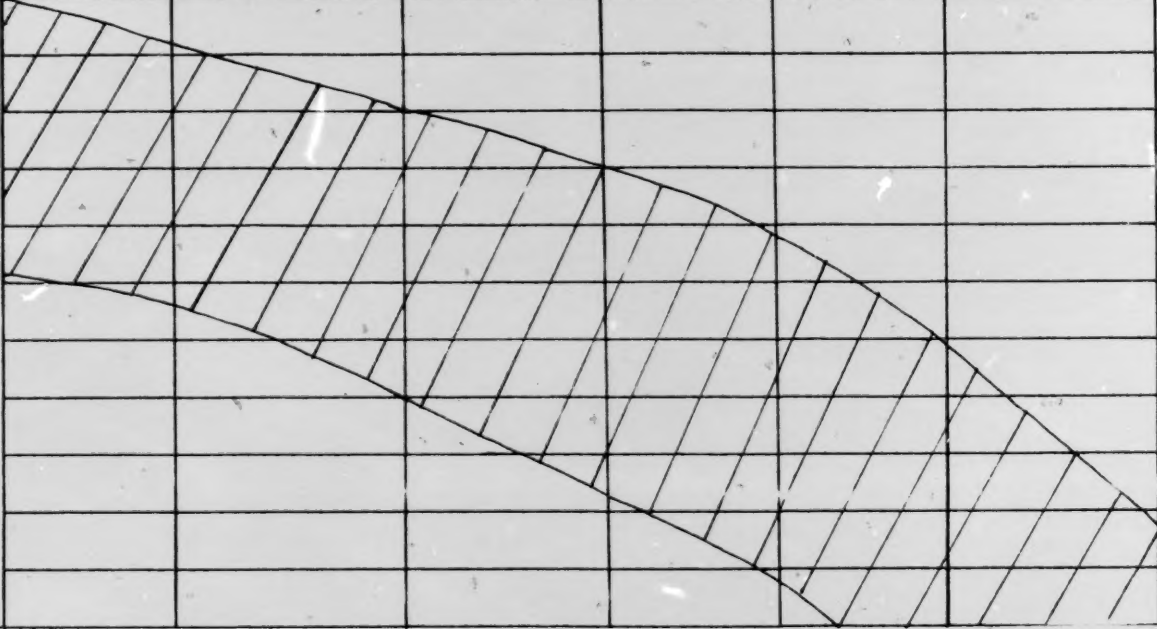
Activities	Goals				Values & Attitudes	Adjustment
	Knowledge	Comprehension	Application	Synthesis		
Lecture						
Illustrated Lecture						
Demonstration						
Observation						
Interviewing						
Brainstorming						
Group Discussion						
Buzz Session						
Role Playing						
Guided Practice						

Figure 3. IN-SERVICE GRID DESIGN

Implementation Strategy

In developing an implementation strategy, the vocational administrator should strive to maximize those activities with "high experience impact." (Experience impact means that the learner is more likely to interact with the learning situation in such a way that the experience will have some impact that will affect later behavior.) Failure to do so eliminates certain potential goals from change consideration.

The impact which the learner experiences is related to three characteristics of the learning situation. First is the extent to which he/she can control the content of the experience. If he/she can influence the content of that is presented, there is a greater chance that it can be made relevant to past experience--an important principle of learning. Next is the multisensory value of the learning experience. Use of multisensory stimuli increases the probability that the learner will become involved in the learning situation. Third is the determination of the one-way/two-way communication value. Method of communication influences the accuracy of perception and affects confidence in what has been communicated (Harris, 1969).

Several basic activities are present in Figure 4 (Harris, 1969) to illustrate the way "ordering" affects experience impact. Note that in the lecture the learner is essentially passive. In the illustrated lecture, demonstration, and observation, additional stimulus (usually visual) is added. As the activity changes from interviewing toward guided practice, the experience impact increases.

Activities	Control of Content	Multi-Sensory	Two-Way Communication	
Lecture				Low Experience Impact
Illustrated Lecture		X		
Demonstration		X		
Observation		X		
Interviewing	X		X	High Experience Impact
Brainstorming	X		X	
Group Discussions	X		X	
Buzz Sessions	X		X	
Role-Playing	X	X	X	
Guided Practice	X	X	X	
Figure 4. EXPERIENCE IMPACT OF IN-SERVICE ACTIVITIES				

The impact differences among the classes of activities suggests that some are better for certain in-service purposes than others. In general, the vocational administrator would spend more time and need more skill, equipment, and materials for the high impact experiences. The question becomes one of identifying a strategy that will give desired outcomes at minimum cost.

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Columbus: The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1974.
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Directions: After reading the case study below and preparing your written answers, proceed to the critique sheet on the following page.

CASE STUDY

Dryfus County Schools

Ms. A. K. Caldwell is the vocational director for Dryfus County Schools. She has supervisory responsibility for a program which includes 73 vocational teachers, 4 vocational principals, and a manpower center director. The teachers are distributed as follows: agriculture-11; business-10; distributive education-4; home economics-9; industrial arts-3; career center-5; technical center-17; and manpower center-14.

All vocational administrative personnel are 12-month employees. Teachers of agriculture, distribution, home economics, and manpower are employed for 12 months each with teachers of business and those at the career center and technical center being employed for 10 months per year.

The Dryfus County Schools recently adopted an annual school calendar that incorporates five (5) county-wide in-service days for all school personnel. Three of the days are to be held at the pre-school conference in August with two scheduled at the semester break.

How should Ms. Caldwell proceed to: (prepare written answers)

- (a) identify her staff's in-service needs?
- (b) organize a staff development program based on those needs?

CRITIQUE

Dryfus County Schools In-Service Plans

Instructions: You have now written a strategy to identify and organize in-service activities for the Dryfus County Schools. Does your strategy incorporate each of the research findings of Dr. Gordon Lawrence?¹ (listed below). If NO, consider revising your strategy accordingly.

YES NO

- | | | |
|---|-----|-----|
| A. Teachers are more likely to benefit from in-service programs in which they can choose goals and activities for themselves, as contrasted with programs in which the goals and activities are preplanned. | ___ | ___ |
| B. Teachers are more likely to benefit from in-service education activities that are linked to a general effort of the school than they are from 'single-shot' programs that are not part of a general staff development program. | ___ | ___ |
| C. Self-initiated and self-directed training, though seldom used in in-service programs, has a pattern of successful goal accomplishment. | ___ | ___ |
| D. Teacher attitudes are more likely to be influenced in school-based than in college-based in-service programs. | ___ | ___ |
| E. School-based programs in which teachers participate as helpers to each other and planners of in-service activities tend to have greater success in accomplishing their objectives than do programs which are conducted by college or other outside personnel without the assistance of teachers. | ___ | ___ |
| F. School-based in-service programs that emphasize self-instruction by teachers have a strong record of effectiveness. | ___ | ___ |
| G. In-service education programs that have differentiated training experiences for different teachers (individualized) are more likely to accomplish their objectives than are programs that have common activities for all participants. | ___ | ___ |
| H. In-service education programs that place the teacher in active roles (constructing and generating materials, ideas, | | |

¹Dr. Gordon Lawrence, "Inservice" (monograph) (Syracuse: Council of States on Inservice Education, Syracuse University, School of Education, 1976), p. 6.

YES NO

and behavior) are more likely to accomplish their objectives than are programs that place the teacher in a receptive role (accepting ideas and behavior prescriptions not of his or her own making).

- I. In-service education programs that emphasize demonstration, supervised trials, and feedback are more likely to accomplish their goals than are programs in which the teachers are expected to store up ideas and behavior prescriptions for future time.
- J. In-service education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work.

LEARNING EXPERIENCE III

ENABLING OBJECTIVE

Develop a strategy for evaluating the extent to which staff development needs have been met.

- Read Read the "Information Sheet," pp. 37-40.
- Optional Reading You may wish to read one or more of the supplementary references listed on p. 41.
- Optional Activities Evaluate a school system's annual and long-range vocational plan plus the system's annual vocational evaluation. Compare the staff development needs identified in the evaluation with the activities incorporated in the plan. Prepare a written analysis for discussion with the vocational director who prepared the plan(s).
- Feedback Evaluate your competency by completing the "Self-Check," p. 42, and comparing them to the "Model Answers," pp. 43-44.
- Review a completed "Annual Local Evaluation of Vocational and Technical Education" booklet. Analyze the evaluation for clues to that particular staff member's in-service needs. Develop a strategy to evaluate in-service needs for the school system involved. The strategy should incorporate the information you obtained from the "Local Evaluation" booklet. Discuss your written strategy with your resource person.

INFORMATION SHEET

Evaluation Strategy Regarding Staff Development Needs Program(s)

What is evaluation? Literally dozens of definitions exist, however, the following by Stufflebeam (1970) seems most appropriate in the context of staff development: "Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives." *Judging decision alternatives* serves as a key if the purpose is (and it must be) program improvement. The total vocational staff will be held accountable for program improvement; to be maximally effective, the evaluation process must have input from all of them.

Objectives and Evaluation

When a vocational administrator establishes objectives for a staff development program, the basis for evaluation is built into the program. The level of specificity of each objective determines the focus of the in-service effort; it equally determines the ability of the vocational administrator to measure program outcomes. The outcomes associated with global objectives are virtually impossible to isolate and identify. For this reason, the vocational administrator who is concerned about his/her ability to identify the level of result from staff development activities must first be concerned that program objectives are specific and measurable.

Many writers suggest that the only true index of a staff development program's quality lies in the teacher's classroom/laboratory performance and ultimately in the students' learning. No one argues with this as an ultimate

objective, but it is relatively ineffective as an evaluation vehicle for staff development program success.

The vocational administrator must be concerned with intermediate objectives which offer fast information return. Though measuring a staff development program's effects on student behavior may be an ultimate objective, the alteration of staff behavior is, in itself, a legitimate objective. Measuring attainment of the ultimate objective is difficult and sometimes impossible. Therefore, the vocational administrator will often have to accept the measurable objective of altering staff behavior. It is then assumed that the altered staff behavior will have an improved effect on pupil behavior alteration. As an example of this logic, consider the following: Research evidence indicates that a pupil must be active to learn effectively. There is also evidence to suggest that many staff do most of the talking and engage in most of the classroom/laboratory involvement. It can be assumed that in many instances it is desirable for student activity to increase and staff overt activity to decrease. The ability of staff development activity to cause this behavior change can be measured by devices such as Flander's Interaction Analysis (Amidon, 1967).

Staff development evaluation must be a continuous activity. Having each member of the staff complete a simple one-shot survey will not provide valid or reliable information on which to base judgments regarding "decision alternatives." The evaluation process must be on-going and it must include input from all staff. In addition, it proves helpful if the vocational administrator will have independent evaluators assess the strengths and weaknesses of his/her staff development program.

Staff Self-Appraisal

A staff member's ability to assess his/her own performance is an important factor in identifying in-service needs and in assessing the effectiveness of staff development activities conducted to meet those needs. The vocational administrator must be concerned that his/her staff has a positive attitude toward self-appraisal and that they have the ability to judge accurately. Self-appraisal is not an unrealistic goal; given a working environment in which self-assessment (including self-criticism) is not only permitted but encouraged, staff members should develop the necessary attitudes and judgmental skills.

The vocational administrator's job becomes one of assuring the necessary environment whereby weakness acknowledgement and honest appraisal can and will take place. By assuring staff involvement at this level, the vocational administrator reassures the staff of his/her belief that they can function as professionals capable of participating in the control of their own growth.

The degree to which the staff enjoys a program is not necessarily correlated to accomplishment of staff development objectives. Staff development programs do fail, and the vocational administrator must ascertain the reason(s) for this failure and take corrective action. Failure can be related to use of ineffective methods, unrealistic staff development objectives, invalid and/or unreliable behavior change instruments, or a discontinuance of the staff development activity prior to measurable change.

The behavior change attributable to staff development activities, in some instances, very easy to assess and almost impossible to assess in

others. For example, the effectiveness of a staff development activity regarding staff compliance with Occupational Safety and Health Act (OSHA) standards could be assessed as follows: (1) using an OSHA standards checklist, assess the condition of a vocational laboratory prior to the staff member's exposure to an OSHA safety staff development activity; (2) almost immediately after the staff member completes the staff development activity, assess his/her laboratory using the same checklist to measure short-term change; (3) then, periodically assess the same laboratory using the same checklist to measure long-term change. To measure the effect of a staff development activity on a vocational staff member's attitude toward his/her "counseling role" would be much more difficult. The evidence regarding "counseling skill" and "attitude toward the counseling role" is not as concrete and is, therefore, much more difficult to ascertain. Staff self-appraisal is extremely important in this situation.

The vocational administrator who desires a more general knowledge of the evaluation process should become familiar with the "Annual Local Evaluation of Vocational and Technical Education" booklet for his/her own state. This booklet contains procedures and forms for conducting an annual evaluation of vocational and technical education programs and can be secured from the State Department of Education in each state.

REFERENCES

- Amidon, E. J., and N. A. Flanders. The Role of the Teacher in the Classroom. Minneapolis: Association for Productive Teaching, 1967.
- Stufflebeam, Daniel. "The Use of Experimental Design in Educational Evaluation." Columbus: The Ohio State University, Evaluation Center, 1970, p. 1.

SUPPLEMENTAL REFERENCES

- Inservice Education: Current Trends in School Policies and Programs. Arlington, Virginia: National School Public Relations Association, 1975.
- Maier, Norman R. F. Psychology in Industrial Organizations. Boston: Houghton Mifflin Company, 1973. (Quoted material from pages 315-316 used by permission of the publisher.)
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SELF-CHECK

PART I

1. What is evaluation?
2. How frequently should the vocational administrator evaluate the effectiveness of his staff development activities?
3. Can a staff effectively assess their own in-service needs?

PART II

After reviewing a completed "Annual Local Evaluation of Vocational and Technical Education" booklet and analyzing the evaluation for clues to that particular staff member's needs, develop a written strategy in outline form to evaluate the in-service needs for a school system.

MODEL ANSWERS

PART I

1. Evaluation is a process of delineating, obtaining, and providing useful information for judging decision alternatives. In the staff development context, evaluation is the process of gathering and processing information so that the vocational administrator can judge the effectiveness of a particular program(s) in causing staff behavior change relating to the goals of the program. The "decision alternatives" include decisions regarding the necessity to offer additional staff development programs regarding the same goal, different goals, method(s) to use in implementing staff development activities, etc.
2. Any evaluation must be a continuous process. The vocational administrator is constantly faced with "decision alternatives;" to make one so called "evaluation" of the effectiveness of a staff development activity, regardless of method used, assures an insufficient amount of reliable data on which to make the best decision. Effective evaluation is continuous, involves many methods, and assures continuing input from all staff.
3. A staff member's ability to assess his/her own performance (and, hence, need for specified in-service education) is very important if the staff development activity designed to meet that need is to have the desired behavior change. The vocational administrator's job is one of (1) developing the staff member's ability to assess his/her own performance with validity and (2) creating an environment whereby staff can honestly assess self, the goal accomplishment effect of specified programs, etc.

PART II

Your written strategy for evaluating in-service needs will be reviewed by your resource person.

LEVEL OF PERFORMANCE: If your resource person finds deficiencies exist relating to your written strategy to evaluate in-service needs, review this learning experience and revise your outline as necessary.

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MODULE ASSESSMENT*

TERMINAL OBJECTIVE

Prepare a staff development plan for the vocational staff of your school division. The plan will include all vocational staff in the system.

- Plan Prepare a vocational staff development plan for your school system (or a simulated school system) that includes strategies for in-service needs assessment, organization of the activities, implementation of the plan, and evaluation of the activities' effectiveness in meeting established objectives.
- Review Review your plan with one vocational administrator and one vocational teacher. Use their suggestions to revise your plan.
- Optional Activity Discuss your plan with a competent vocational director of a school system of comparable size to the system for which your plan was designed.
- Feedback Your overall competence will be assessed by your resource person using the assessment forms on pp. 47-48.
- Based upon the criteria specified in the assessment instruments, your resource person will determine your level of proficiency in preparing a vocational staff development plan.

*You may choose to complete this assessment without completing the first three learning experiences.

The plan you are developing will give you an opportunity to use your knowledge of vocational staff development strategies.

Your plan's format should include an overall goal, specific objectives for needs assessment, organization of in-service activities, in-service activity implementation, and in-service evaluation. It is important that your plan incorporate the ideas expressed in this module with particular importance attached to the following:

1. individualized in-service/group in-service
2. individual/organization needs
3. staff self-appraisal
4. goal/evaluation relationship
5. administrator's role
6. organizational role

Review your plan with one vocational administrator and one vocational teacher. Use their suggestions to revise your plan.

Optional
Activity

Arrange an interview with a competent vocational director of a school system of comparable size to the system for which your plan was designed. Discuss your plan's strategies and compare those strategies with those of the vocational director resource person. Evaluate the relative effectiveness of each.

Rate the students' performance in planning staff development activities for a school system's vocational staff using the criteria in each of the assessment forms below. Circle the YES, ?, or NO column to indicate that each point was fully covered, partially covered, or not covered, respectively.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORMS

Staff Development

Assessment Form #1¹

The National Education Association (NEA) prepared an in-service assessment chart, which is reproduced below. NEA suggests that in-service plans should incorporate each component listed below. In the written plan, are strategies described which facilitate each of the following?

- | | | | |
|--|-----|---|----|
| 1. Teachers have the major say in determining what their in-service program is to be | YES | ? | NO |
| 2. A system for assessing in-service needs of all professional staff is in use | YES | ? | NO |
| 3. In-service education is an integral part of program improvement and takes place before any curriculum change begins | YES | ? | NO |
| 4. It is intrinsically satisfying to participants | YES | ? | NO |
| 5. Each teacher has the opportunity to learn how to do his job better | YES | ? | NO |
| 6. They also have the opportunity to visit schools and teachers in other areas | YES | ? | NO |
| 7. The school board sees in-service education as an imperative | YES | ? | NO |
| 8. There is opportunity to prepare for career advancement if a teacher wishes | YES | ? | NO |
| 9. Administrators have in-service education, too. | YES | ? | NO |
| 10. The program offers more alternatives than just college courses or workshops | YES | ? | NO |
| 11. The resources of nearby teacher education institutions are utilized in planning and implementing in-service programs | YES | ? | NO |

¹From Inservice Education: Current Trends in School Policies & Programs (Arlington, Virginia: National School Public Relations Association, 1975), p. 47.

12. The community understands and supports the need for in-service education YES ? NO
13. The school district bears the cost of in-service education for all staff. YES ? NO
14. There are tangible rewards for in-service growth . . . YES ? NO

Assessment Form #2

The National Council of States on Inservice Education, 123 Huntington Hall, Syracuse University, Syracuse, New York 13210 publishes a monograph entitled "Inservice." The May 1976 issue contains the "Where we are" to "where we ought to be" form prepared by William Drummond, U. of Florida, Gainesville. Part of the form is reproduced here. Does this plan show evidence of moving in the direction of "WHERE WE OUGHT TO BE"?

<u>"WHERE WE ARE"</u>	<u>"WHERE WE OUGHT TO BE"</u>
1. In-service activities offered in the form of courses or one-shot topic workshops.	In-service activities focused on a priority problem with work continuing on it until some resolution occurs. YES ? NO
2. In-service activities offered on the campus after school hours.	In-service activities offered where it can best be done during school hours. YES ? NO
3. Viewing in-service and career development as solely an individual's responsibility.	Viewing in-service and career development as both an individual and a collegial responsibility. YES ? NO
4. Relying primarily on well known personalities ("stars") as experts.	Relying on one another in the organization as helpers. YES ? NO
5. In-service programs requiring all participants to do the same thing.	In-service programs capitalizing on individual interests, talents, desires, and needs. YES ? NO
6. Instructional improvement viewed as an administrative concern and responsibility.	Instructional improvement seen as a professional concern and responsibility. YES ? NO

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item received a ? or NO response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.

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